

ST ANDREWS SCHOOL OF MATH & SCIENCE

30 Chadwick Dr.
Charleston, SC 29407

GRADES PK-5 Elementary School

ENROLLMENT 628 Students

PRINCIPAL Kevin Conklin 843-763-1503

SUPERINTENDENT Dr. Maria L. Goodloe 843-937-6319

BOARD CHAIR Ms. Nancy Cook 843-760-2635

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

EXCELLENT

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
24	42	2	0	0

IMPROVEMENT RATING:

GOOD

ADEQUATE YEARLY PROGRESS:

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Excellent	Average	N/A
2002	Excellent	Good	N/A
2003	Excellent	Good	Yes
2004	Excellent	Good	Yes

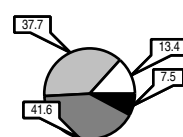
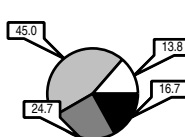
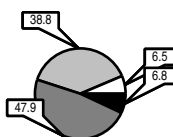
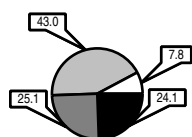
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

63.4%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	322	99.7	6.2	38.9	48.0	6.9	69.6	Yes	Yes
Gender									
Male	153	99.4	6.1	40.8	47.6	5.4	64.6		
Female	169	100.0	6.3	37.1	48.4	8.2	74.2		
Racial/Ethnic Group									
White	195	99.5	3.2	27.5	60.8	8.5	83.1	Yes	Yes
African-American	110	100.0	12.7	56.9	25.5	4.9	47.1	Yes	Yes
Asian/Pacific Islanders	8	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	287	99.7	4.4	37.1	51.3	7.3	73.8		
Disabled	35	100.0	22.6	54.8	19.4	3.2	32.3	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	322	99.7	6.2	38.9	48.0	6.9	69.6		
English Proficiency									
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	316	99.7	6.0	38.0	49.0	7.0	70.3		
Socio-Economic Status									
Subsidized meals	119	100.0	10.0	56.4	30.0	3.6	49.1	Yes	Yes
Full-pay meals	203	99.5	4.1	29.1	58.2	8.7	81.1		

Mathematics - State Performance Objective = 15.5%									
All Students	322	99.7	7.5	43.1	25.2	24.2	68.0	Yes	Yes
Gender									
Male	153	99.4	8.2	40.8	23.8	27.2	69.4		
Female	169	100.0	6.9	45.3	26.4	21.4	66.7		
Racial/Ethnic Group									
White	195	99.5	4.2	36.5	29.6	29.6	78.3	Yes	Yes
African-American	110	100.0	14.7	58.8	14.7	11.8	46.1	Yes	Yes
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	287	99.7	3.6	44.4	26.5	25.5	72.7		
Disabled	35	100.0	41.9	32.3	12.9	12.9	25.8	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	322	99.7	7.5	43.1	25.2	24.2	68.0		
English Proficiency									
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	316	99.7	7.3	43.0	25.0	24.7	68.0		
Socio-Economic Status									
Subsidized meals	119	100.0	12.7	55.5	20.0	11.8	49.1	Yes	Yes
Full-pay meals	203	99.5	4.6	36.2	28.1	31.1	78.6		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	89	100.0	8.3	31.0	53.6	7.1	60.7
	Grade 4	101	100.0	7.4	38.3	52.1	2.1	54.3
	Grade 5	85	100.0	24.4	53.8	21.8	N/A	21.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	103	100.0	2.0	28.0	53.0	17.0	70.0
	Grade 4	117	99.2	7.0	41.2	49.1	2.6	51.8
	Grade 5	102	100.0	9.9	45.5	43.6	1.0	44.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	89	100.0	6.0	46.4	25.0	22.6	47.6
	Grade 4	101	100.0	6.4	37.2	22.3	34.0	56.4
	Grade 5	85	100.0	16.7	50.0	23.1	10.3	33.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	103	100.0	4.0	48.0	27.0	21.0	48.0
	Grade 4	117	99.2	5.3	41.2	27.2	26.3	53.5
	Grade 5	102	100.0	12.9	41.6	21.8	23.8	45.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 628)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	3.2%	N/A	2.5%	2.7%
Attendance rate	96.3%	Up from 95.7%	96.6%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	2.5%		3.2%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	3.1%		3.0%	3.5%
Eligible for gifted and talented	35.9%	Up from 30.7%	21.4%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	5.8%	Down from 8.8%	7.8%	8.2%
Older than usual for grade	0.6%	Down from 11.0%	0.6%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	3.5%	Up from 0.0%	0.0%	0.0%

Teachers (n= 42)				
Teachers with advanced degrees	47.6%	Up from 43.9%	55.0%	51.4%
Continuing contract teachers	92.9%	Up from 90.2%	90.4%	87.5%
Highly qualified teachers**	79.4%	N/A	95.3%	95.0%
Teachers with emergency or provisional certificates	2.5%		0.0%	0.0%
Teachers returning from previous year	83.4%	Up from 82.4%	88.6%	86.7%
Teacher attendance rate	93.7%	Down from 95.7%	95.2%	94.9%
Average teacher salary	\$39,758	Up 4.1%	\$42,026	\$40,760
Prof. development days/teacher	13.3 days	Down from 14.1 days	10.8 days	12.4 days

School				
Principal's years at school	10.0	Up from 9.0	5.0	4.0
Student-teacher ratio in core subjects	19.1 to 1	Down from 19.6 to 1	20.1 to 1	18.9 to 1
Prime instructional time	88.4%	Down from 90.1%	90.7%	90.0%
Dollars spent per pupil*	\$5,044	Up 1.1%	\$5,796	\$6,044
Percent of expenditures for teacher salaries*	70.5%	Up from 68.6%	67.4%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 94.8%	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	88.1%	92.0%
Highly qualified teachers in high poverty schools**	87.8%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

St. Andrew's School of Math & Science (SASMS) is a wonderful place to learn exciting, integrated activities in a nurturing and challenging environment. Our emphasis on math and science is permeated throughout our curriculum. Children at SASMS enjoy a variety of hands-on, inquiry-based activities that allow them to become facilitators and leaders in a child-centered educational program.

In addition to the challenging educational activities that have led to SASMS receiving the Palmetto Gold Award for the past three years and meeting AYP requirements last year, SASMS has proven to be a positive environment for students, families, teachers, community members, and business partners. This is exemplified by SASMS winning the Red Carpet Award for providing a family-friendly atmosphere. Our campus is beautiful, our building (though over 50 years old) is bright and welcoming, and our teachers and staff ensure SASMS is the best place to be for all of our students by providing a safe, positive, and challenging environment.

The PTA and SIC greatly complement SASMS by working diligently to support the efforts of teachers and administrators. These organizations are vital to our continued success. They hold the key to a cohesive program, which involves parents, students, teachers, staff, administrators, and community members working together to achieve a common goal - success and continued improvement for all students.

In order to achieve the goal of success and continued improvement for all students, SASMS will maintain its efforts to overcome any barriers prohibiting this process.

We will strive to provide students with additional materials such as: new library books, updated computer equipment, and state-of-the-art computer and science labs. In an effort to provide more community support and input, we will continue to improve and expand our business partner program. In addition, we will promote staff development programs that help our teachers utilize a coherent curriculum, access new technology resources, enhance their knowledge of differentiated learning, and develop their confidence in implementing an inclusion program.

SASMS will continue to update its facilities to accommodate growing technological advances and increasing enrollment.

Both the administration and the SIC is extremely proud of the advances SASMS has made over the past several years. SASMS believes in establishing high expectations for all students. We feel to continually improve, we must challenge our students and ourselves.

Kay Schwitz, Principal
James Hunter, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	37	86	42
Percent satisfied with learning environment	97.1%	86.9%	90.5%
Percent satisfied with social and physical environment	94.6%	88.4%	97.6%
Percent satisfied with home-school relations	100.0%	88.2%	73.2%

*Only students at the highest elementary school grade level at this school and their parents were included.